



Arizona Charter Schools Program

## 2014-16 CSP Application Graphic Organizer & Rubric

**School Name:**

### Background and Qualification

#### 1. Background Check

All applicants who have not had a background check conducted via the Arizona State Board for Charter Schools must have a background check completed. The background check procedure supported by the Arizona State Board for Charter Schools will be adopted.

#### 2. Interview Process

Due to the competitive nature of the grants, all applicants will be interviewed by a three person panel to provide further explanation and understanding of the charter school to ensure the future success of the project.

#### A. Preliminary – Total extra points possible: 10

Elements	Preference Points	Comments/Notes - Optional
School serves grades 9 ~ 12	N/A or 2 Points	
50% of the student population is qualified for Free & Reduced Lunch; <u>OR</u>	N/A or 3 Points	
75% of the student population is qualified for Free & Reduced Lunch	N/A or 8 Points	
	<b>Points earned:</b>	<b>/10</b>

#### B. Executive Summary – Total points possible: 10

Element 1 & 2 – Non scoring section – To be reviewed and evaluated by CSP Office	Evidence
1. Clear and concise mission statement	
2. Describe the background of the founders/leaders and their roles to be in the school to support the successful planning and implementations of the school	

Element 3 Define the community the charter school will serve and provide the supporting data on how the mission addresses the needs of the defined community		Evidence	
a) What are the distinctive features of the charter school?			
b) What are the needs of the community? What is the supporting data?			
c) What are the major challenges the charter school would face? What is the plan to address those challenges?			
√		Rating	Rating Description
	1	Falls below the expectation	a) The school <b>has not provided</b> evidence that defined the community. b) The school <b>has not provided</b> evidence that defined the needs of the community. c) The school <b>has not provided</b> evidence that defines its challenges and their plan to address their challenges.
	2	Approaches the expectation	a) The school <b>has provided little evidence</b> of area demographics, Free and Reduced lunch data, crimes stats, health data that defined the community. b) The school <b>has provided little evidence</b> such as school academic data that defined the needs of the community. c) The school <b>has provided little evidence</b> such as attendance, transportation, before and after school needs, parent participation, special education data that defines its challenges and their plan to address their challenges.
	3	Meets the expectation	a) The school <b>has provided sufficient evidence</b> of area demographics, Free and Reduced lunch data, crimes stats, health data that defined the community. b) The school <b>has provided sufficient evidence</b> such as school academic data that defined the needs of the community. c) The school <b>has provided sufficient evidence</b> such as attendance, transportation, before and after school needs, parent participation, special education data that defines its challenges and their plan to address their challenges.
	4	Exceeds the expectation	a) The school <b>has provided evidence based on extensive research</b> such as area demographics, Free and Reduced lunch data, crimes stats, health data that defined the community. b) The school <b>has provided evidence based on extensive research</b> such as school academic data that defines the needs of the community. c) The school <b>has provided evidence based on extensive research</b> such as attendance, transportation, before and after school needs, parent participation, special education data that

			defines its challenges and their plan to address their challenges. The school has identified and developed relationships/partnership with area community and neighborhood groups or associations.
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	F – 1	A – 2	M – 3	E – 4
a)				
b)				
c)				
			<b>Points earned:</b>	<b>/10</b>

**C. Governance/Leadership – Total points possible: 20**

Element 1 – Describe how the governing authority will create and monitor the strategic plan			Evidence
a) What is the succession plan for governing body members and key school leadership to sustain the school's mission?			
b) What is the process in place or will be in place to allocate human, material, and fiscal resources for systemic and sustainable implementation of educational programs which enable all students to achieve expectations for their learning?			
c) What process is in place or will be in place to monitor student achievement and determine the school's progress toward achieving the objectives of the charter school? – ESEA 5203 Compliance			
d) Describe how the charter school will be governed and managed – ESEA 5203 Compliance *An organizational structure chart shall be submitted			
e) Describe the administrative relationship between the charter school and the authorized public chartering agency – ESEA 5203 Compliance			
√		Rating	Rating Description
	1	Falls below the expectation	a) The leadership team <b>has not developed or is at the beginning stage of developing</b> a succession plan for board members and key school leaders. b) The leadership team <b>has not developed or is at the beginning</b>

			<p><b>stage of developing a system</b> to provide adequate human, material, and fiscal resource to implement educational programs that enable all students to achieve expectations for their learning.</p> <p>c) The leadership team <b>has not developed an assessment system</b> to monitor student achievement.</p> <p>d) The leadership team <b>has not developed an organizational structure.</b></p>
	2	Approaches the expectation	<p>a) The leadership team <b>has developed</b> a succession plan for board members and key school leaders but <b>lacks sustainability.</b></p> <p>b) The leadership team <b>has developed a preliminary system</b> to provide adequate human, material, and fiscal resource to implement educational programs that enable all students to achieve expectations for their learning but <b>lacks sustainability.</b></p> <p>c) The leadership <b>has developed an assessment system</b> to monitor student achievement. <b>Either the system does not yield timely, accurate, meaningful, and useful information or the leadership team does not use the information</b> to determine the school's progress toward achieving the objectives of the charter school.</p> <p>d) The leadership team <b>has developed</b> an organizational structure but <b>lacks clarity.</b></p>
	3	Meets the expectation	<p>a) The leadership team <b>has a sound succession plan</b> for governing board members and key school leaders <b>who are advocates for the school's mission and improvement efforts.</b></p> <p>b) The leadership team <b>has developed a sustainable system</b> to provide adequate human, material, and fiscal resource to implement educational programs that enable all students to achieve expectations for their learning.</p> <p>c) The leadership team <b>has developed a comprehensive assessment system</b> to monitor student achievement and <b>uses timely, accurate, meaningful, and useful information</b> provided by the system to <b>determine the school's progress</b> toward achieving the objectives of the charter school and <b>evaluate the effectiveness</b> of the school academic operation.</p> <p>d) The leadership team <b>has developed an organizational structure.</b> The reporting structure within the organization <b>ensures</b> the decisions and actions in accordance with defined roles and responsibilities of the governing body.</p>
	4	Exceeds the expectation	<p>a) The leadership team <b>has a sound succession plan</b> for governing board members and key school leaders <b>who are advocates for the school's mission and improvement efforts.</b> The plan <b>provides opportunities for professional growth</b> for leaders to sustain the school's mission.</p> <p>b) The leadership team <b>has developed a sustainable system</b> to provide adequate human, material, and fiscal resource to</p>

			<p>implement educational programs that enable all students to achieve expectations for their learning. <b>The system is a formalized and systematic process to determine and provide sufficient resources to support school's purpose, educational programs, and continuous improvement.</b></p> <p>c) The leadership team has <b>developed a comprehensive assessment system</b> to monitor student achievement and <b>uses timely, accurate, meaningful, and useful information</b> to <b>determine the school's progress</b> toward achieving the objectives of the charter school and <b>evaluate the effectiveness</b> of the school academic operation. The system is <b>a formalized and systematic process to provide directions, assistance, and resources to align, support, and enhance all parts of the system to improve student success.</b></p> <p>d) The leadership team <b>has developed an organizational structure.</b> The reporting structure within the organization <b>ensures</b> the decisions and actions in accordance with defined roles and responsibilities of the governing body. <b>The succession plan and organizational structure are consistent within the organization.</b></p>
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Element 2 – Describe how the strategic plan will be executed effectively			Evidence
	a)	What process is in place or will be in place to monitor and evaluate student performance and school effectiveness?	
	b)	What process is in place or will be in place to monitor instructional practices, provide feedback, and make available opportunities for professional development?	
	c)	What process is in place or will be in place to engage leaders and instructional staff members in reflective self-assessment and school-wide assessment to identify areas for continuous improvement that aligns with the school's mission?	
√		Rating	Rating Description
	1	Falls below the expectation	<p>a) The school leadership team <b>has not developed or is at the beginning stage of developing</b> a mechanism to monitor and evaluate student performance and school effectiveness.</p> <p>b) The school leadership team <b>has not developed or is at the beginning stage of developing</b> a system to monitor and evaluate instructional practices.</p>

			c) The school leadership team <b>has not yet developed or is at the beginning stage of developing</b> an ongoing process for continuous improvement.		
	2	Approaches the expectation	a) The school leadership team <b>has developed an inadequate mechanism</b> to monitor and evaluate student performance and school effectiveness. b) The school leadership team <b>has developed an inadequate system</b> to monitor and evaluate instructional practices <b>that provides neither analysis nor feedback</b> to further design professional development. c) The school leadership team <b>has developed an inadequate ongoing process</b> for continuous improvement. New improvement efforts <b>are not informed</b> by the results of earlier efforts through reflection and assessment.		
	3	Meets the expectation	a) The school leadership team <b>has developed an interconnected mechanism</b> to monitor and evaluate student performance and school effectiveness. b) The school leadership team <b>has developed a system</b> to monitor and evaluate instructional practices. The system <b>provides analysis and feedback</b> to further design professional development. c) The school leadership team <b>has developed an ongoing process</b> for continuous improvement. New improvement efforts <b>are informed</b> by the results of earlier efforts through reflection and assessment.		
	4	Exceeds the expectation	a) The school leadership team <b>has developed and described multiple mechanisms</b> to monitor and evaluate student performance and school effectiveness. b) The school leadership team <b>has developed a comprehensive system</b> to monitor and evaluate instructional practices. The system provides for data analysis and feedback <b>which create multiple opportunities for professional development</b> . c) The school leadership team <b>has developed a collaborative and ongoing process</b> for continuous improvement. New improvement efforts are informed by the results of earlier efforts through reflection and assessment <b>that are sustained and aligned with the school’s mission</b> .		
		<b>F - 1</b>	<b>A - 2</b>	<b>M - 3</b>	<b>E - 4</b>
Element 1	a)				
	b)				
	c)				
	d)				
Element 2	a)				
	b)				
	c)				
				<b>Points earned:</b>	<b>/20</b>

**D. Academic Program – Total points possible: 20**

Element – Describe how the charter school will ensure strong academic outcomes for all students		Evidence	
a) What process is in place or will be in place to develop the school curriculum including supplemental curriculum aligned with Arizona's Common Core Standards that enable all students to meet challenging State student academic achievement? – ESEA 5203 Compliance			
b) What process is in place or will be in place to design and implement instructional practices? – ESEA 5203 Compliance			
c) What process is in place or will be in place to develop a comprehensive assessment system?			
d) Describe how the charter school will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act – ESEA 5203 Compliance			
√		Rating	Rating Description
	1	Falls below the expectation	<p>a) The school <b>has not developed or is at the beginning stage of developing</b> a system to create, implement, evaluate, and revise school curriculum including supplemental curriculum aligned with Arizona's Common Core Standards based on clearly defined and measurable expectations for student learning.</p> <p>b) The school <b>has not yet developed or is at the beginning stage of developing</b> a system to design, implement, evaluate, and adjust instructional methodology which is proven, research-based, and reflective of best practices.</p> <p>c) The school <b>has not developed or is at the beginning stage of developing</b> a comprehensive assessment system based on clearly defined performance measures.</p>
	2	Approaches the expectation	<p>a) The school <b>has developed</b> a system to create, implement, evaluate, and revise school curriculum including supplemental curriculum aligned with Arizona's Common Core Standards. <b>The system lacks cohesiveness or alignment with school's purpose.</b></p> <p>b) The school <b>has developed</b> a system to design, implement, evaluate, and adjust instructional methodology which is proven,</p>

			<p>research-based, and reflective of best practices. <b>The system lacks alignment with the curriculum and school's purpose.</b></p> <p>c) The school <b>has developed</b> an assessment system based on clearly and defined performance measures. <b>The system is not comprehensive nor aligned with the curriculum and instructional practices.</b></p>
	3	Meets the expectation	<p>a) The school <b>has developed</b> a system to create, implement, evaluate, and revise school curriculum including supplemental curriculum aligned with Arizona's Common Core Standards based on clearly defined and measureable expectations for student learning. The system demonstrates <b>evidence of alignment</b> between the curriculum and the school's purpose <b>with systematic implementation across the school.</b></p> <p>b) The school <b>has developed</b> a system to design, implement, evaluate, and adjust instructional methodology which is proven, research-based, and reflective of best practices. The system demonstrates <b>evidence of alignment</b> with the curriculum and the school's purpose with <b>systematic implementation across the school.</b></p> <p>c) The school <b>has developed</b> a <b>comprehensive</b> assessment system based on clearly defined performance measures. <b>The system demonstrates evidence of alignment with the curriculum and instructional practices.</b></p>
	4	Exceeds the expectation	<p>a) The school <b>has developed</b> a system to create, implement, evaluate, and revise school curriculum including supplemental curriculum aligned with Arizona's Common Core Standards based on clearly defined and measurable expectations for student learning. The system demonstrates a <b>formalized process</b> of alignment with the curriculum and the school's purpose <b>with systematic and sustainable</b> implementation across the school.</p> <p>b) The school <b>has developed</b> a system to design, implement, evaluate, and adjust instructional methodology which is proven, research-based, and reflective of best practices. The system demonstrates a <b>formalized process</b> of alignment with the curriculum and the school's purpose with <b>systematic and sustainable</b> implementation across the school.</p> <p>c) The school <b>has developed</b> a <b>comprehensive</b> assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology. <b>The system demonstrates a formalized process to yield reliable, valid, and bias free information to assess student performance on expectations for student learning; to conduct a systematic analysis of instructional effectiveness; to adjust curriculum and instruction systematically in response to data from multiple assessments.</b></p>

	<b>F – 1</b>	<b>A – 2</b>	<b>M – 3</b>	<b>E – 4</b>
a)				
b)				
c)				
			<b>Points earned:</b>	<b>/20</b>

**E. Budget Alignment – Total points possible: 5**

Element			Evidence
a) Describe how the grant funds will be used including a description of how such funds will be used in conjunction with other Federal programs and its alignment with the school's program and instructional methodology – ESEA 5203 Compliance			
√		Rating	Rating Description
	1	<b>Yes</b>	a) The school <b>has provided a description</b> of the items and services to be purchased and its alignment with the school's program and instructional methodology.
	2	<b>No</b>	a) The school <b>has not provided a description</b> of the items and services to be purchased and its alignment with the school's program and instructional methodology.
		<b>Yes – 5</b>	<b>No - 0</b>
a)			
		<b>Points earned:</b>	<b>/5</b>

**F. ESEA 5203 Compliances – Total points possible: 10**

	<b>Yes - 1</b>	<b>No - 0</b>
1		
2		
3		
4		
5		
6.1		
6.2		
6.3		
	<b>Points earned:</b>	<b>/10</b>

**G. Interview – Total points possible: 35**

<b>Points earned:</b>	<b>/35</b>
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**Total Points: /110**